

# DÁMBÜ TÄN KETS'ÁDÁN KÛ

## CLIFF TRAIL ELEMENTARY SCHOOL

2025-2026

### Welcome

Our dedicated team of administrators and educators would like to wish all our students and their families the warmest welcome to our school community.

"Let us remember: One book, one pen, one child and one teacher can change the world." Malala Yousafzai

### Vision Statement

DTKK staff is committed to making school a safe, inclusive, and supportive place to learn. We hope to inspire in our students a life-long love of learning, while equipping them with the valuable skills and habits to help them realize their full potential.

### Communication

School Phone: 867-471-0750

Address: 33 Olive May Way, Whitehorse, YT, Y1A 0R4

School Email: [DTKK@yukon.ca](mailto:DTKK@yukon.ca)

Our school website is:

Please keep up to date with what is going on by checking it often.

Each class sends out their own communication; the teacher will let you know the best way to share information at the beginning of the school year.

**It is of the utmost importance that the front office has your current address and phone number and a name/phone number of at least one alternate/emergency contact to keep your child/ren safe.**

## Staff

### Administration

Principal-Jeff Cressman  
Vice Principal-Tyler Bradford  
Administrative Assistant-Keely Edgington

### Subject Specialists

Arts Education- Meg Henderson  
Physical Education- Brittany MacLeod  
Physical Education-Jacob Marouelli  
French Language & Culture- Marie-Claude Blais  
First Nations Language & Culture- Mindy Farr  
Neurodiversity Teacher- Kristi Teramura

### Support Teachers

Counselor- Geoff Kooy  
LAT Case Manager & Inclusion- Gemma Hosford  
LAT- Early Years (K-3, Literacy)- Amanda McDougall  
LAT- Intermediate (4-7, Literacy & ELL)- Michaela Knispel Mulligan

### Classroom Teachers

Kindergarten- Emily Johnson  
Kindergarten- Michelle Ruminski  
Kindergarten- Vanessa Stitt  
Grade 1- Ashley Houghton  
Grade 1- Jasmine Isted  
Grade 1- Sarah Leslie  
Grade 2- Amber Smith  
Grade 2-3- Chantelle Bergeron  
Grade 3- Chandler Nidderly  
Grade 4- Amber Allison  
Grade 4-5- Carrie Heldman  
Grade 5-6- McKenna Garvie  
Grade 6-Stephanie Lovatt  
Grade 7- Lee Drummond

### Educational Assistants

Simran Kaur  
Kiranben Patel  
Eunae Park  
Florinda Trinidad  
Monika Sharma  
Lyndon Ken Bandol  
Lee Malanchuk  
Mary Mabilog  
Nicole Plante  
Angel Trinidad  
Stacey Silbernagel  
Emily Kroeker  
Ailyn Mationg  
Ifrah Ali  
Alex Keir  
Louis Adelomas

### Support Staff

Carmelita  
Lino  
Gilbert

## Volunteer / School Council

### **Volunteers:**

We love volunteers! Please contact the office or your child/ren's teacher if you would like to be on the volunteer list. We require volunteers to get an RCMP vulnerable sector check as well as fill out volunteer forms.

### **School Council:**

School Council consists of five elected parents/guardians in the attendance area who meet at the school monthly at a time chosen at the beginning of the year. Everyone is welcome to attend meetings at the school. Current council members and their contact information can be found here: [School Council - DÁMBÜ TÄN KETS'ÁDAÑ KUꞀ` CLIFF TRAIL ELEMENTARY SCHOOL](#) Email address: [dambutancouncil@gmail.com](mailto:dambutancouncil@gmail.com)

Amy Nichols-Hogan - Chair  
Andrea Oldridge- Vice Chair  
Brittany Vogt  
Tia Campbell  
Rebecca Hutchings-Archibald  
Jerry Zahora- Secretary/Treasurer

## Programming

### **Academic:**

We follow the course of studies prescribed by the Yukon Department of Education.

[Learn about the Yukon's school curriculum](#) From the Yukon website:

The curriculum includes:

- learning standards (what students should learn).
- foundations skills (literacy and numeracy).
- core competencies (the general skills your child is developing).
- big ideas (the concepts and themes for that grade or subject).
- curricular competencies (the specific skills your child is developing).
- assessment and reporting information; and
- other resources (for example, sample projects and units, Indigenous perspectives).

## Support Services

### **Learning Assistance:**

Learning Assistant Teachers (LATs) work on an individual or small-group basis with students who need more direct time or teaching than the classroom teacher can provide. Learning assistance may be short-term to help students master a particular skill or it may be delivered on an ongoing basis for students who require more structure, more repetition, or a different approach. Parents/guardians are informed of progress and are encouraged to be directly involved with their child's participation. Our LAT teachers are:

**Gemma Hosford- Case Manager**

**Amanda McDougall- LAT & Literacy (Primary)**

**Michaela Mulligan- LAT & Literacy (Intermediate)**

### **School Counselor:**

The school counselor works with all the students to foster social and emotional learning and growth within the school community and beyond. They work with the classes in a group setting and individual support on an as needed basis. Written consent will be obtained before any 1:1 counselling takes place. Mental health is integral to overall health- the health and safety of our students is our priority. Our school counselor is

**Geoff Kooy**

### **School-Based Team:**

The role of the School Based Team is to assist classroom teachers in recommending and planning intervention strategies, to assist with Individual Education Plans (IEP) Student Learning Plans (StLP) and Behaviour Plans, to ensure that documents are kept up-to-date and to make decisions regarding assignments of support staff (Educational Assistants).

### **Educational Assistant (EA):**

Our EA's support students with exceptional educational needs. The EA allocation for the year is based on the previous years school-based team meetings.

### **Dental Program:**

Parents/guardians will have the opportunity to enrol their children in the Yukon School Dental Health Program. The dental therapists are here at WBES approximately four months of the school year. The general number for the Children's Dental Program is 667-8360. Forms will be sent home to enrol your child/ren in the program or opt out.

## Student Support Services:

Student Support Services (Speech & Language Pathologist, Educational Psychologist, Occupational Therapist, Physical Therapist, Hearing and Vision Specialists) are available only after referrals have been made to Student Support Services through the School-Based Team. Parents/guardians as well as classroom teachers can request referrals. More information can be found here: [Supports for students with diverse abilities | Government of Yukon](#)

## Assessment & Evaluation

### EYE-DA:

All learners in Kindergarten are assessed by their classroom teachers using the [EYE-DA \(Early Years Evaluation - Direct Assessment\)](#).

The Early Years Evaluation gathers data in four key domains:

- Awareness of Self & Environment – a child’s understanding the world and his or her ability to make connections with home and community experiences
- Cognitive Skills – a child’s basic math and pre-reading skills and his or her ability to solve problems
- Language & Communication – a child’s understanding of spoken language and his or her ability to express thoughts and feelings
- Fine & Gross Motor Skills – a child’s ability to perform small movements that require hand eye coordination and ability to perform large movements that involve arms, legs, and body.

The EYE is an age-normed assessment. Results from the EYE help to identify children who may be at risk for learning difficulties. It is not a test to be passed or failed.

Early identification using the EYE allows parents, schools, and communities the opportunity to support each child’s development.

Families may receive a copy of the feedback report, which lists each of the developmental areas, along with examples describing each area, and a colour-coded box illustrating their child’s results.

### Foundational Skills Assessment (FSA):

Achievement tests in Language Arts and Mathematics are administered to **Grades 4 and 7** in the late winter/early spring of each year. Results of these tests are available to parents/guardians early in the following school year. These tests are based on the Western Canada Protocol common curriculum frameworks in Mathematics and Language Arts used in the Western Provinces and Territories.

<https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/assessment/fsa/en-foundation-skills-assessment-for-parents-and-caregivers.pdf>

## Reporting Progress

### **Report Cards:**

Periodic reports are prepared to share student progress with parents/guardians. Performance indicators and/or checklists are reported on several times a year. Primary grades (K-3) use an anecdotal style of report card. These consist of a checklist of curricular goals and carefully composed comments which reflect a child's progress and achievement. An overview of each term's work is included with the report. Intermediate grades (4-7) use report cards which are a combination of performance indicators and teacher comments. Progress reports are based on written and oral assignments, quizzes and unit tests, and individual and group work. Comments reflect a student's attitude and work habits as well as achievement in relation to ability. An overview of material covered in each term will accompany the report card.

Student progress is communicated to parents at least six times throughout the year. This communication will come in the format of formal report cards, student-led conferences, and a celebration of learning. Parents/guardians and/or teachers are free to plan additional meetings which are mutually convenient.

## Registration

### **Kindergarten Registrations:**

To standardize the **kindergarten registration** process and improve access to enrolment services for parents, enrolment usually begins in February, on the Department of Education website at:

<https://yukon.ca/en/register-child-school#register-your-child-for-kindergarten>

### **The enrolment process for Whitehorse-area children who will begin school involves two steps:**

1. **Online pre-registration** – parents/guardians will complete the online form (located on the Department of Education website) to identify children who will be attending kindergarten. This step will help the Department determine which children belong in which attendance areas.
2. **In-person registration** – usually within two weeks after completion of the online form, parents/guardians will be invited to register at their local school. Proof of age and other documentation is collected at this time.

For enrollment into kindergarten, an eligible child must be 5 years old by Dec 31<sup>st</sup> of that school year. Proof of age must be shown at time of registration. Documents to verify this include Birth Certificate, Passport, Permanent Resident Card, INAC Status Card, Yukon Identification Card.

**Out of Area Attendance:**

All students in Yukon are expected to attend the school designated to the area in which they reside. For WBES it is the following:

- Whistle Bend
- Takhini, north of the softball fields

If parents/guardians wish their child/ren attend a school not in their designated area, they are required to obtain permission from the Superintendent of Schools for our area and the Department of Education, for each school year. Busing is not provided for out of area students.

Attendance**Absences/Lates:**

When children are late or absent from school, parents/guardians are asked to inform the school by telephone/email by 9:00 a.m.

**You can email: [DTKK@yukon.ca](mailto:DTKK@yukon.ca) or call the school at 867-471-0750 to report any absences.**

**When children are absent or late and no communication is received, the school auto dialer will call/text the home or place of employment after 9:00 a.m.**

**Drop Off and Pick Up:**

The circular driveway in front of the school is a **drop off zone**. We also have accessible parking spaces in the parking lot and there is street parking available on Olive May Way across the street from the school.

**Illness/Medical Conditions:**

When your child is ill at school and needs to go home, please arrange for his/her pickup. Students who have a communicable disease must remain at home until the general symptoms clear up. If you are unsure whether to keep your child home, here is some guidance from BC Health:

Things to consider if your child feels unwell:

1. The well-being of your child. Without proper rest, a child may have a hard time fighting an illness or be at risk for other illnesses.
2. The ability of your child to actively take part and learn at school.
3. The school staff cannot care for a sick child and give them the support that they may need.
4. The protection of other children.

Please keep your child home if they:

- Have a fever.
- Are too sick to take part in all normal school activities.
- Have a suspected or known communicable disease (i.e. strep throat, chicken pox, measles).
- Are vomiting or have diarrhea. It is recommended that students be symptom-free at least 24 hours before returning to school.

Keep your child home until they can participate fully in normal school activities or as told by a health care provider.

Please let the school know your child's symptoms, as per the school's call back procedures.

If the school finds it necessary to send your child home because of illness, please make sure you have arranged an emergency contact if you are not available. Inform your school of these arrangements.

Here is a great resource about common childhood diseases and viruses:

[EN Guide Childhood Diseases.pdf](#)

### **If your child has a serious or life-threatening condition:**

“It is the parent/guardian's responsibility to inform the school of their child's medical alert condition. It is a partnership between team members: students, parents/guardians, school, physician, and Public Health Nurse to ensure the safety of the child in the school. Principals will ensure this protocol is shared with staff annually. Students who have medical alerts on file are to have the alert tab activated in ASPEN indicating a medical alert and their medical/emergency procedure planning be reviewed at a staff meeting, as necessary.

Life Threatening Conditions include, but are not limited to:

- Diabetes
- Epilepsy/Seizure Disorder
- Anaphylaxis or a history of severe allergic reaction
- Severe Asthma
- Blood Clotting Disorders
- Other Conditions which may require emergency care.” –

from the Process of Admin of Medication Policy-Yukon Education

Please inform the office or your child/ren's teacher about any serious conditions and relevant emergency care.

**\*\*\*Medication cannot be administered at school, unless specifically requested by a doctor and the Dept of Education permission document is signed by parent/guardian and sent to the school office. \*\*\***

### **School Allergy Policy**

**Please see the policy attached.**

## Leaving School Grounds:

Students are not permitted to leave the school premises without written permission from a parent/guardian.

### School Hours

**\*Staff supervisors go on duty from 8:05 am and afternoon duty ends at 3:20 pm**

8:30 AM	First bell
8:35 AM	Morning Classes Begin
10:10 -10:25 AM	Morning Recess
11:55-12:20	Lunch Recess
12:20-12:45	Lunch
12:55 PM	Afternoon Classes Begin
3:00 PM	Dismissal

**Our school's Administrative Assistant is in the school from 8:00 a.m. – 4:00 p.m.**

## Students

### School Supplies:

A list of school supplies required for each grade level can be found here: [School Supply List - DÁMBÜ TÄN KETS'ÁDAÑ KÛ CLIFF TRAIL ELEMENTARY SCHOOL](#)

The school fee paid at the beginning of the school year will be used for school supplies, we purchase in bulk, get exactly what the teacher requires, and we find it saves everyone money overall.

Students are to bring only those supplies listed and are encouraged to reuse materials from the previous year as much as possible. Please remember to put name/initials on all belongings that are brought to the school. This includes books, supplies, jackets, shoes, packs, helmets, mitts, scarves, etc.

### School Fees:

Our school fee is \$80.00 per student, we accept cheque or cash, please include student name, grade, and teacher. Cheques should be made out to **“Whistle Bend Elementary School.”** If you require a receipt, please come, and pay at the school office. If this fee will cause undue hardship, please reach out to the principal or your child's teacher to make alternative arrangements. \*Additional fees will be collected for any field trips; sporting events etc. as needed throughout the school year.

### Indoor Shoes:

Please ensure that your child has indoor shoes- runners preferably. Nonslip, non marking sole. Velcro unless your child can tie their own shoes independently and quickly.

### **Buses:**

Students who take a bus to school are expected to follow the rules of the bus- they can be found here: [School-Bus-Rules.docx \(live.com\)](#)

Please sign up for My School Bus Monitor to receive updates in real time about delays/cancellations: [My School Bus Monitor](#)

Students must only take the bus for which they are registered. It is not permitted for students to take a bus that they do not have a bus tag for.

**If there is a change in normal routine, please ensure that your child/ren are clear about their home transportation arrangements.**

**If you need to access busing for your child, register using the following link.**

<https://yukon.ca/en/education-and-schools/kindergarten-grade-12/school-bus-and-other-student-transportation-options>

## School Policies

### **Bicycles:**

Bikes are to be walked onto the playground and locked up in the bike racks. All students must have a helmet and bike lock if they ride their bike to school.

### **Cold Weather Policy:**

**The temperature/wind factors are checked. Students usually go outside for recess up to -30C (including wind chill).**

**-31C to -34C (including wind chill), students will usually go outside for 10 minutes.**

**If it is -35C and colder (including wind chill) students stay inside for recess. Students who take bus are loaded directly onto busses after school and students are kept inside when waiting for parent pick up. (this is practiced across elementary schools, including rural schools).**

**We use information from the Environment Canada website: [Whitehorse, YT - 7 Day Forecast - Environment Canada \(weather.gc.ca\)](#) combined with our weather station**

**which has 3 sensors placed around the school grounds for more accurate weather readings.**

### **Contraband**

“Contraband are those items that are illegal, unsafe, or deemed inappropriate in a school setting. Contraband items include such things as cigarettes, vapes, matches, lighters, weapons or ammunition of any kind, knives, alcohol, illegal drugs, drug paraphernalia, needles and syringes, pornographic material, and hate or racist materials. These items are not permitted on school property. This list of contraband items is meant to give an example; it is not meant to be exclusive.

Because we wish to discourage violence of any kind, toy guns or violent toys of any sort are not allowed at school. All contraband items will be confiscated and, depending on the item, followed through with the appropriate authorities and/or parents or guardians. “

### **Dress Code**

Dressing in a manner that does not take away from learning is our guideline. A student's clothing should allow them to participate comfortably in all activities. Clothing should NOT display alcohol or cigarette advertising, nor any depiction of violence or discrimination of any group.

### **Permission Slips/Field Trips:**

Throughout the year, students participate in several field trips for which signed permission is required. All permission slips/forms must be returned before the outing, by the deadline clearly stated on the form. If the form has not been returned, the child will not be allowed to join their class on the trip.

### **Safety**

When visiting the school, please **enter at the front door and visit the office to identify yourself** at the desk.

### **School Telephone:**

Student use of the office telephone is for **use by permission only**. The office phone is not to be used to arrange sleepovers, parties, visits, etc. The use of cell phones at school is forbidden. If a child must have a cell phone for parental contact, it should always be stored in their backpack and turned off until they have left the school grounds.

### **Toys and Valuables:**

**Please leave ALL toys and valuables at home.**

## Emergencies/Drills

### Emergency Plan:

It is important that you listen to the radio in the event of an emergency.

**In case we need to evacuate DTKK in an emergency, our alternate gathering place is:**

**Whistle Bend Place (Continuing Care Home) 90 Olive May Way**

### Dámbü Tán Kets'ádañ Kù– Cliff Trail Elementary School (DTKK)

#### Allergy Awareness and Anaphylaxis Plan

*Created:* August 1, 2025

*Approved By:* School Administration (DTKK) August 25, 2025 *Endorsed By:* School Administration (DTKK) August 25, 2025, *Reviewed:*

*Revised:* September 2025

#### OVERVIEW

There are many different foods and environmental factors that can cause allergic reactions in humans. Anaphylaxis is a sudden and potentially fatal allergic reaction that requires emergency medical attention.

It is difficult to ensure compliance with food restrictions on an ongoing basis. Food restrictions alone do not take the place of effective risk reduction strategies. Emphasis should be on preventing allergic emergency through education, awareness, and training, and being prepared to respond during an emergency.<sup>1</sup> The current *Yukon Anaphylaxis Policy (Appendix 1)* references out-of-date products (i.e. Twinject). DTKK's Plan now references current auto-injectors available in Canada (EpiPen, Allerject).

This Plan has been created by the DTKK School Council, in accordance with the Yukon Education Act,<sup>2</sup> in consultation with DTKK Administration, Teachers, Yukon Department of Education, and with opportunity for parent engagement.

#### PURPOSE

Individuals at risk of anaphylaxis must learn to avoid specific triggers. While the key responsibility lies with the students at risk and their families, the school community must also be allergy aware and do their part.

The purpose of this Plan is to ensure that students at risk of anaphylaxis are identified, strategies are implemented to mitigate potential for accidental exposure, and staff are trained to respond to emergency situations.

This Plan is intended to supplement the existing Policies, Standards and Procedures set out by the Yukon Department of Education and Yukon Government (**Appendix 1**), including the *Administration of Medication to Students Policy (Appendix 1)*.

<sup>1</sup> <http://resources.allergyaware.ca/download/anaphylaxis-3rd-edition-revised.pdf>

<sup>2</sup> [Yukon Education Act](#) ss 113 (2) (e)

## PLAN

The following guidelines are intended to help parents and school staff identify what known allergens are permitted in the classroom, based on grade-level. These guidelines may vary by classroom and are subject to change throughout the school year based on the known allergies, their severity, and changes in allergy status among those in the classroom.

### Food restrictions by grade-level

**KINDERGARTEN:** No nuts and full restriction on other known allergens affecting a person in that class.

**GRADES 1 and 2:** Restrictions in that classroom on specific identified allergens affecting a person in that class.

**GRADES 3 to 7:** Restrictions in that classroom may be considered based on medical advice, severity, and in consultation with parents, staff and administration.

### IDENTIFICATION OF STUDENTS/STAFF AT RISK

In classrooms with known allergies, an Allergy Awareness Wall will be constructed, and contain age-appropriate visuals for signs, symptoms, and how to respond to an Anaphylactic Reaction. If permission is obtained, students with severe allergies may have their pictures and specific allergy(ies) posted on the Allergy Awareness Wall to increase education, awareness and preparedness.

Copies of student Plans ((i.e. *Authorization of Administration of Medication Plan/Medical/Emergency Procedure Planning Form (Appendix 1)*) will be given to respective classroom teachers and will also be taken on field trips.

*Field Trip Readiness Checklist (Appendix 6)* can be used to supplement the *Offsite Experiential Learning Policy (Appendix 1)*.

Plans and photos of anaphylaxis students should be kept in areas accessible to staff while respecting the privacy of the student.<sup>3</sup>

Both personal and school-supplied stock epinephrine will be accessible, and staff trained to use either, as per individual Emergency Plans.

### CREATING AN ALLERGY AWARE SCHOOL ENVIRONMENT

- Students should only eat food that is brought from home, unless it is approved by their parents.
- Students shall wash hands with soap and water before and after eating.
- Students should not share food, utensils, containers, or water bottles/straws.

#### <sup>3</sup> Yukon [Anaphylaxis Policy](#)

- Students with allergies may eat at a designated table(s) within the classroom or lunchroom.
  - This accommodation can be assessed at the beginning of each year, with input from parents, staff and the student.
  - This accommodation would also apply to combined field trips and students visiting other classes.
- Students will place food and drinks on napkins or wax paper and not in direct contact with desks or tables.
- Staff will supervise students during meal and snack times to support safe practices and encourage adherence to the DTKK Allergy Awareness and Anaphylaxis Plan
- After meal and snack times, wipe down surfaces using a household cleaning product and separate paper towels for each surface. Throw out the paper towels to avoid cross-contaminating other surfaces. Supervising staff member will inspect for residue and repeat cleaning as required.
- Tamara T.Perry et al., “*Distribution of Peanut Allergen in the Environment*,” *Journal of Allergy and Clinical Immunology* (2004), quoted in <http://resources.allergyaware.ca/download/anaphylaxis-3rd-edition-revised.pdf><sup>4</sup> suggests that liquid or bar soap and antibacterial wipes can effectively remove peanut butter residue from hands. However, anti-bacterial hand sanitizers and water alone are not as effective. In the same study, researchers found that common household cleaning products such as Formula 409® (Clorox), Lysol® sanitizing wipes, and Target brand cleaner with bleach were effective in removing residual peanut allergen from surfaces. Not all products may be available in Canada, but the research suggests

that comparable products would work equally well. Dish soap did not effectively remove residue of peanut butter from surfaces.

- The school will work with the cleaning staff to source appropriate cleaning options that align with the products listed above, are safe for use, and contain similar types of ingredients that are effective at removing allergens from surfaces

Parents must provide additional education to their child if the child has specific severe allergies.

Parents and students will work together to ensure that staff and volunteers are aware of students who have food allergies.<sup>5</sup>

Assume food provided by the cafeteria, bake sales, class parties, and celebrations may contain allergens, even if labelled. Cross-contamination cannot be ruled out for homemade items.

Non-Food celebratory items (i.e. pencils, stickers or small tokens) are encouraged for birthdays and other class events to support inclusivity and reduce risk.

<sup>4</sup> <http://resources.allergyaware.ca/download/anaphylaxis-3rd-edition-revised.pdf>

<sup>5</sup> [School Nutrition Policy](#)

Families are not required to provide pre-packaged or store-bought treats, as this may pose financial hardship. Where food is shared, risk will be communicated clearly to families.

School Lunch and Hot Meal Programs (YFNED or YG initiatives) will make every effort to provide allergen-safe options and minimize cross-contamination in school kitchens. Despite these efforts, students and families should remain aware that some risk always exists.

All students are encouraged to comply with "no eating" while on school buses.

It is the Parent's responsibility to inform the School Administrator about a student's allergies and complete an annual *Authorization of Administration of Medication Plan/Medical/Emergency Procedure Planning Form (Appendix 1)* for the student, as well as promptly updating school staff on any changes.<sup>6</sup>

These detailed, up to date and accurate Plans for the students at risk provide crucial insight and understanding of what is required in the event of an allergic emergency and help to ensure the proper supports are in place should an allergic emergency occur.

#### AVAILABILITY AND LOCATION OF EPINEPHRINE AUTO INJECTORS

Students at risk of anaphylaxis should carry their Epinephrine Auto Injector(s) with them at all times, when they are mature enough to do so. Epinephrine Auto Injectors should be labelled with the student's name and kept in an easily accessible, unlocked location, out of the reach of young students.

It is the parent's responsibility to provide the school with an Epinephrine Auto Injector(s) which is not expired (it is recommended that parents keep a log of expiry dates and promptly replace outdated Auto Injectors). <sup>7</sup>

School Administrators may purchase generic non-prescription Epinephrine Auto Injectors using their school budget.<sup>8</sup>

Dosage Reference:

- EpiPen Jr: 0.15mg for 15-30 kg
- EpiPen: 0.3mg for greater than or equal to 30kg<sup>9</sup>
- Allerject: available in 0.15mg and 0.3mg, includes audio instructions.
- Canadian Society of Allergy and Clinical Immunology (CSACI)<sup>10</sup> now recommends 0.1mg for children less than 15kg if prescribed.

<sup>6</sup> [Anaphylaxis Policy](#)

<sup>7</sup> [Anaphylaxis Policy](#)

<sup>8</sup> [Anaphylaxis Policy](#)

<sup>9</sup> [www.epipen.ca](http://www.epipen.ca)

- Some healthcare providers may prescribe differently than these dosages <sup>11</sup>

Generic Epinephrine Auto Injectors in both the 0.15mg and 0.3mg doses, which are purchased by DTKK, must be clearly marked, and will be kept in the school's first aid kit in the first aid room, as well as in first aid kits taken on field trips. School Administration will check the expiry dates monthly and replenish stock as required. *Monthly Audit Checklist: Epinephrine Autoinjector Expiry Dates (Appendix 4)* can be used to verify and record this information.

As per the *Yukon Anaphylaxis Policy (Appendix 1)* an epinephrine auto injector should be given **at the first sign** of a known or suspected anaphylactic reaction, including in undiagnosed individuals.<sup>12</sup>

While epinephrine is usually effective after one injection, symptoms may recur, and further injections may be required to control the reaction. Additional epinephrine should be available during transport to hospital. A second dose of epinephrine may be given as early as 5 minutes after the first dose if there is no improvement in symptoms. The second dose of epinephrine should only be given in situations in which the allergic reaction is worsening or not improving. Signs that the reaction is worsening are that the patient's breathing becomes more difficult or there is a decreased level of consciousness. <sup>13</sup>

While it is generally recommended that a second dose of Epinephrine be administered if there are no signs of improvement after the first dose, a student's *Authorization of Administration*

of Medication Plan/Medical/Emergency Procedure Planning Form (**Appendix 1**) takes precedence, and any individual plans must be followed.

A student's *Authorization of Administration of Medication Plan/Medical/Emergency Procedure Planning Form (Appendix 1)* should specify the type and dosage of Epinephrine Auto Injector used by the student, and when to use it.

The location of a student's Epinephrine Auto Injector should be outlined in the student's *Authorization of Administration of Medication Plan/Medical/Emergency Procedure Planning Form (Appendix 1)*.

Medication locations will be known to all staff.

A student's personal epinephrine autoinjector as well as stock epinephrine should be accessible within one minute (including on buses/field trips). Where required, a named staff member should be assigned at transitions.

<sup>10</sup> <https://aacijournal.biomedcentral.com/articles/10.1186/s13223-015-0086-9#:~:text=Conclusion->

[.For%20the%20child%20weighing%20less%20than%2015%20kg%2C%20given%20the,the%200.15%20mg%20epinephrine%20autoinjector](#)

<sup>11</sup><http://resources.allergyaware.ca/download/epinephrine-2021-a.pdf>

<sup>12</sup> [Anaphylaxis Policy](#)

<sup>13</sup> <http://resources.allergyaware.ca/download/anaphylaxis-3rd-edition-revised.pdf>

In the event a student experiences an anaphylactic reaction, refer to applicable Yukon Department of Education and Yukon Government resources (**Appendix 1**).

All staff should know about students with severe allergies and be prepared to treat them as per their Emergency Plan.

#### TRAINING AND EDUCATION FOR STAFF AND STUDENTS/PARENTS

<https://www.allergyaware.ca/> offers world-class e-learning about potentially life-threatening allergies and anaphylaxis<sup>14</sup>

Free courses for staff such as *Anaphylaxis in Schools*<sup>15</sup> and information such as *Epipen – How to Use and When to Use*<sup>16</sup> will be taken/reviewed by all staff (every effort will be made to include Substitute Teachers/Teachers on Call/Casual Staff) annually. These courses should

be completed by September 30 each year. *Staff Training Components Checklist (Appendix 5)* can be used to verify and record completion of training requirements.

School Administration will ensure Substitute Teachers/Teachers on Call/Casual Staff and Volunteers are briefed on allergy-aware practices before supervising students.

Annually, staff to review and understand all other Yukon Department of Education and Yukon Government Policies and Procedures listed within this Plan (**Appendix 1**)

**All training for staff will be scheduled during working hours/Professional Development Days.**

At the beginning of each school year (and as required), School Administrators and Teachers will send letters of communication to Parents, outlining any food restrictions that may be applicable to specific classrooms, as well as the School Allergy Awareness and Anaphylaxis Plan.

At the beginning of each school year (and as required), staff will work with students with known anaphylaxis allergies and their Parents to ensure that staff are familiar with the student's *Authorization of Administration of Medication Plan/Medical/Emergency Procedure Planning Form (Appendix 1)*, including epinephrine autoinjector administration technique (how to use it) and when to use it, if applicable.

At the beginning of each school year (and as required), staff will review the Allergy Awareness and Anaphylaxis Plan, and the [Anaphylaxis Policy](#)<sup>17</sup> (which includes roles and responsibilities of

<sup>14</sup> <https://www.allergyaware.ca/>

<sup>15</sup> <https://www.allergyaware.ca/courses/>

<sup>16</sup> [www.epipen.ca](http://www.epipen.ca)

<sup>17</sup> [Anaphylaxis Policy](#)

Parents and School Administration) individually with students (and their Parents) at risk of anaphylaxis.

Students will receive education on allergy awareness and anaphylaxis during school assemblies and/or class presentations.

#### REVISION

This document is to be reviewed annually by School Administration, Teachers, School Council and Yukon Department of Education, with updates made as required.

## **Whistle Bend Elementary School Anti-Bullying Policy**

### **Purpose**

To provide a safe, supportive, and responsive learning environment where every student feels valued and protected. This policy is grounded in the principles of the **Neuro- Sequential Model in Education (NME)**, recognizing that students' behavior and responses are shaped by their developmental histories, experiences of stress or trauma, and current brain state.

## **Context**

The Neuro-Sequential Model, developed by Dr. Bruce Perry, helps us understand how a child's brain develops and how experiences—especially stressful or traumatic ones— affect behavior, learning, and relationships. This model shows that children's ability to regulate emotions and respond to challenges depends on how safe, connected, and supported they feel. By recognizing the importance of emotional safety and brain development, our anti-bullying policy is grounded in the belief that all children deserve environments where they feel safe, valued, and supported to grow and thrive.

## **Core Principles**

### **1. Safety First (Regulate)**

- Ensure all students feel physically and emotionally safe.
- Recognize that a dysregulated brain cannot learn or engage in reasoning.
- Recognize that what may seem like oppositional, attention seeking, or avoidance, is likely a response to stress.
- Preventative strategies focus on predictability, routines, and emotional regulation practices.
- **Relationships Matter (Relate)**
  - Foster strong, trusting relationships among students and staff.
  - Provide relationally rich environments where students are seen, heard, and understood.
- Build connection before correction in all disciplinary responses.

### **3. Supportive Problem-Solving (Reason)**

- Address bullying through restorative, developmentally appropriate conversations and supports.
- Teach empathy, conflict resolution, and perspective-taking explicitly.
- Use logical consequences, not punitive discipline, to support behavior change.

## **Definition of Bullying**

Bullying is intentional, repeated aggressive behavior involving a power imbalance. It may be:

- **Physical:** Hitting, pushing, damaging property.
- **Verbal:** Teasing, name-calling, threats.
- **Social/Relational:** Exclusion, rumor-spreading, humiliation.
- **Cyberbullying:** Using digital platforms to harass or intimidate.

Note: Students who bully may be acting from a fear response and have limited access to their prefrontal cortex and require support.

### **Prevention Strategies**

Aligned with NME's *regulate-relate-reason* sequence, the following proactive strategies will be implemented:

#### **1. Daily Regulation Practices**

- Brain-aligned, developmentally responsive movement breaks.
- Mindfulness or breathing exercises.
- Predictable classroom routines.

#### **2. Relational Learning Environment**

- Purposeful individual connections with (and awareness of) students.
- Morning meetings or circles.
- Developmentally responsive check-ins and relationship-building activities.
- Staff modeling co-regulation and empathy.

#### **3. Social-Emotional Learning (SEL)**

- Collaborative problem solving (CPS)
- Explicit instruction in emotional literacy, conflict resolution, and compassion.
- Integration of SEL with academic content where appropriate.

### **Reporting and Responding Reporting Bullying**

- Students, staff, or families may report bullying in person, or via phone call or email.
- Every report is taken seriously and followed up by the admin team within 48 hours.

## **Response Protocol (Following NME)**

### **1. Regulate**

- Meet with involved students individually in a calm, safe space.
- Use sensory strategies if needed to help students return to a regulated state.
- Avoid punitive actions (consequence focused discussions, requiring student reflection) until regulation is achieved.

### **2. Relate**

- Staff member builds connection and trust before addressing behavior.
- Validate emotions and experiences of all involved.

### **3. Reason**

- Use restorative practices to understand the impact and repair harm.
- Guide students in reflection, responsibility-taking, and planning for future behavior.

## **Restorative Responses**

- Facilitated restorative conversations or circles.
- Acts of repair or service to the school community.
- Targeted SEL instruction or peer mentorship.
- Parental/guardian engagement
- Support plans (3R Plan, Behaviour Support Plan, Safety Plan) if appropriate.

## **Staff Training**

- All staff will be trained in:
  - Bullying prevention and intervention.
  - The Neuro-Sequential Model in Education basics.
  - Trauma-informed practices and regulation strategies.
- In depth “Ready to Learn” training with outside consultants for teachers.

## **Monitoring and Review**

- Bullying incidents will be tracked for patterns and response effectiveness by the administrative team.
- Policy will be reviewed annually by a school leadership team with input from staff, students, and families.

### **Conclusion**

This policy prioritizes **whole-child development** and recognizes that preventing and responding to bullying requires understanding behavior through a **neuroscientific and relational lens**. It is not only about stopping harm, but about **creating the conditions for**

**healing, growth, and safety** for all students.